Cambridge National in

Creative iMedia

Scheme of work – R095 Characters and comics

About this scheme of work

Our redeveloped Cambridge National in Creative iMedia Level 1/2 J834 is for first teaching from September 2022.

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples of how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach

- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version

- links to our [curriculum planner's first model](#) which is one teacher teaching the qualification over two years, broken down into half terms

- each lesson's **key words**

- **ideas** for teaching and learning with useful **links**

- some 'warm up' teaching ideas if you're teaching over three years.

We have presented these schemes of work as a sequence of lessons rather than putting them into a term by term framework, we consider this would make the contents easier to adapt to the delivery model used in your centre.

For the mandatory examined unit this is not the chosen route, instead, we are using the term by term framework of lessons as this is needed to emphasise the way in which delivery must be structured to support the delivery of underpinning knowledge at the start of the course, and the terminal exam at the end of the course.

Predeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

Units and guided learning hours

Here is a reminder of the seven units in the redeveloped Cambridge National in Creative iMedia Level 1/2 J834:

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
R093	Creative iMedia in the media industry	48	OCR set and marked	Mandatory
R094	Visual identity and digital graphics	30	Centre-assessed tasks, OCR moderated	Mandatory
R095	**Characters and comics**	**42**	**Centre-assessed tasks, OCR moderated**	**Optional**
R096	Animation with audio	42	Centre-assessed tasks, OCR moderated	Optional
R097	Interactive digital media	42	Centre-assessed tasks, OCR moderated	Optional
R098	Visual imaging	42	Centre-assessed tasks, OCR moderated	Optional
R099	Digital games	42	Centre-assessed tasks, OCR moderated	Optional

Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 42 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes.

- Students can access some resources outside of lessons for any online homework or extension tasks.

- You will refer to the specification as the key document for detailed insight into the qualification's content and assessment requirements.

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Topic Area 1: Plan characters and comics 1.1 Character features and convention	You could begin the unit with an introduction to the unit and an outline of the key topics in each TA. Ask students to consider characters they know from comics and how the appearance of characters differ in style. Students could work in groups to collate a collection of character that they can review together. Introduce the different styles of characters with explanation and examples. Students can then consider which styles of character	Cartoon Doodle Photorealistic Geometric shapes Minimalist Simplification	Identify different types of character	**Top character design trends for 2019** (graphicmama.com) - good source of examples of different styles of character design. **The basics of character design** (skillshare.com) - good research article which links to a range of skills in character design	**R093** 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		then have within their group collection. Students could create a character design and explain the style they have chosen and the features of that style.				
2	Topic Area 1: Plan characters and comics 1.1 Character features and convention	You could start by explaining how proportion, shape and colour can be used to make a character more suitable for a purpose of an audience. Use examples to help the students visualise the differences in form. Students could complete a card match of character images to the target audience and purpose. Explain the use of character tropes and how this can influence design. Return to the card sort and ask students to identify the character tropes in the characters on the cards - this could be shared as a class discussion.	Proportion Trope Genre Style	How colour shape and proportion feature in character design Understand what influences design styles		**R093** 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could create a homework task to explore how colour can be used to demonstrate feelings or emotion.				
3	Topic Area 1: Plan characters and comics 1.1 Character features and convention	You could start by explaining the difference between physical and non-physical characteristics. Students could think of themselves as a comic character: what physical characteristics would they given themselves, and what non-physical ones? They could create a description which shows their understanding of the two types of characteristic.	Physical Non-physical Characteristics	Understand characters physical and non-physical characteristics	The art of storytelling (Khanacademy.org) – what makes a story great?	**R093** 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences
4	Topic Area 1: Plan characters and comics 1.1 Character features and convention	You could start by explaining the key characteristics distortion; proportion exaggeration; anthropomorphism; simplification, using examples. Share examples of different facial characteristics and	Distortion Proportion Exaggeration Anthropomorphism Simplification	How characters' facial characteristics and how they are used to convey emotion How to distinguish features of iconic visual styles	How to Convey Character's Personality Through Shape, Variance and Size (graphicmama.com)	**R093** 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		discuss what elements of the face show the emotion. Students could find their own examples to annotate the emotion shown and how. Students could research different styles such as created by Marvel, DC Comics, Shultz, Herge and Disney, and in types of comics like Manga and present their findings to their peers.				engage audiences
5 - 6	Topic Area 1: Plan characters and comics 1.2 Conventions of comics	You could start this lesson by looking at examples of comics to allow the students to contextualise the lesson content, so students can see the stylistic designs of comics. You could create a key word sheet for these lessons to record key vocabulary in the lessons. This could lead the discussion to colour, text styles and typography, using the examples from earlier discussions. A worksheet	Genre Typography Narration Caption Onomatopoeia Focal point Panel	How to use conventions on comic design and layout	Source of comic examples (moosekidcomics.com)	R093 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		could be created looking a typographical styles and where they are used. Students could look at examples of onomatopoeias, plus narrations and captions, how they are presented in different text styles and create some captions in different styles of their own. Discuss genre and different genres of comics and how they could be represented. Explain what a focal point is and why it is important to use focal points well and how the use of background in panels can help with this. Using images show good use of focal points. Students could create an example comic panel and explain the key features of the panel which are shown in their example.				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
7- 8	Topic Area 1: Plan characters and comics 1.2 Conventions of comics	You could start by explaining the importance of structure and story flow to a comic design. Students could look at some examples of comic and look at the direction they read the story in, use examples western and manga comics, to show the differences in story flow. Discuss what a panel is and how panel shape can be used to enhance the story. Students could research some examples of different panel types and when they occur in comics. This could include splash page, rule of thirds and panel staggering. From the earlier examples students could see which rules apply. Q and A session – asking students how the story is told in a comic. Link discussion to the different communication methods of communication	Panel Splash Spread Manga Staggering Bubbles Narration Caption	How to use conventions for story telling within comics How to use creativity in characters and comics	[Speech bubbles explained](bdnf.bnf.fr) (bdnf.bnf.fr)	R093 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		bubbles, onomatopoeia and narration/captions. Use examples to show how tone of voice can be expressed using different bubble shapes. These examples could also be used to show good and bad practice in terms of bubble and caption placement. Look at examples of onomatopoeia. Students could mind map a range of different onomatopoeias and their potential uses. Student activity could be to add suitable narration, speech bubbles and onomatopoeia to an example comic page. Student task: Using the skills in from this section create a one-page comic based on a brief.				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
9	Topic Area 1: Plan characters and comics 1.3 Resources required to create characters and comics	You could start by introducing the topic and thinking about what might be needed to create a comic. Students could research online a range of different hardware that could be used to create comics. You may be able to demonstrate some of those which you have available. This could inform a discussion on which tools you would use to create different elements of the comics and characters. A potential student activity could be to ask students to work in groups to create presentations on different types of hardware and how they could be used. They could then present to the class.	Graphics tablet Stylus Touchscreen Mouse/track pad Digital camera Scanner Computer system Physical modelling materials	Understand the hardware resources that can be used to create characters and comics	Input devices, processing and output devices (BBC Bitesize)	
10	Topic Area 1: Plan characters and comics 1.3 Resources required to create	*This element may vary based on the software you have available to your students.* Students could research artwork software that is available to allow them to				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	characters and comics	create a character. They could share their ideas with the class before you demonstrate a range of software and tools that are available to the students. You could demonstrate the software with the tools that could be used. Students could create notes of the function and tools of each software and when they might use certain software.				
11	Topic Area 1: Plan characters and comics 1.3 Resources required to create characters and comics	You could start with a discussion about what elements need to be made to create a comic. Link the results of the discussion to different software that you could use to create part of the comic. This could include some specialist software (if available) and non-specialist software. Students could try out available hardware and software in a short standalone creation task to	Software Tools Functions	Understand the software resources that can be used to create comics		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		give them the opportunity to see the tools in action.				
12	Topic Area 1: Plan characters and comics 1.4 Pre-production and planning documentation and techniques for characters and comics	You could start with a discussion about why planning is important when creating characters. This could lead to an explanation of the elements that need planning i.e. aesthetics and character details. Q and A with students about what should be shown on a character plan. Demonstrate different methods of planning outlined in the specification: ● thumb nailing ● hand drawn drafts ● using physical models for digital capture ● digitally created drafts. Students could create an example of the one of the planning methods for an existing character.	Aesthetics Physical Character Attributes	To understand how to plan the physical attributes of a character		R093 2.1 How style, content and layout are linked to the purpose 2.2 Client requirements and how they are defined 2.3 Audience demographics and segmentation 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.2 Documents used to support ideas generation 3.3 Documents used to design

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
						and plan media products 3.4 The legal issues that affect media
13	Topic Area 1: Plan characters and comics 1.4 Pre-production and planning documentation and techniques for characters and comics	Starter task – Recap quiz name and explain the purpose of character creation hardware from last lesson. Discussion - how do you know a good character from a villain? How to do you the mood of a character? Discuss with students how non-visual characteristics of a character can be shown. Use examples to show how this can be done. As a task, students could research different characters that show their non-visual characteristics in a visual way and create a document displaying their findings.	Emotions Behaviour Backstory Antagonist Protagonist	To understand how to plan the non-aesthetic details of a character		2.3 Audience demographics and segmentation 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products 3.4 The legal issues that affect media

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
14	Topic Area 1: Plan characters and comics 1.4 Pre-production and planning documentation and techniques for characters and comics	You could start my explaining that all stories follow a similar plot structure and use examples of common plot lines to illustrate this structure and the use of a story arc. Focus on the key vocabulary – student task could be to review they key words and their meanings. Another student task could be to complete a work sheet which requires the students to label and explain the different parts of the story arc.	Story arc Exposition Conflict Climax Resolution	To understand how to create a plot structure and use a story arc	[Story structure](#) (Khanacademy.org) – story foundation and structure.	2.3 Audience demographics and segmentation 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products 3.4 The legal issues that affect media
15	Topic Area 1: Plan characters and comics 1.4 Pre-production and planning documentation	Starter – recap quiz on the definitions of key words used in the story arc model. You could start with a class discussion about how to plan graphical and text based content for the comic.		To understand how to use a script to plan out a comic to plan panel content	[Planning and teaching resources for Creative iMedia J807-J817](#) (ocr.org.uk) * hese links refer to current specification resources but they are relevant to the new specification.	R083 2.3 Audience demographics and segmentation 2.5 Media codes used to convey

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	and techniques for characters and comics	Look at how to correctly structure a script using examples. Show how a comic text could be planned using a script.

Student task – complete the content of scripts tasks from the OCR website teaching and learning section (see link). | | | | meaning, create impact and/ or engage audiences

3.2 Documents used to support ideas generation

3.3 Documents used to design and plan media products

3.4 The legal issues that affect media 3.3 |
| 16 | Topic Area 1: Plan characters and comics

1.4 Pre-production and planning documentation and techniques for characters and comics | You could then move on to discussing how to plan the graphical content of the comic, introducing the idea of a storyboard.

You could show some examples of different storyboards, highlighting the difference between a storyboard and the finished comic in terms of structure.

Discuss the key main parts of the storyboard and what they contribute to the plan. | Panel Foreground Background Focal point | To understand how to use a storyboard to plan out a comic to plan panel content | Guide to Storyboards (ocr.org.uk) *

hese links refer to current specification resources but they are relevant to the new specification. | R083

2.3 Audience demographics and segmentation

2.5 Media codes used to convey meaning, create impact and/ or engage audiences |

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Student task could be to record a description of each of the key parts of the storyboard structure. For practice students could create a storyboard that shows what could have been the plan for fairy tale.				3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products 3.4 The legal issues that affect media
17	Topic Area 1: Plan characters and comics 1.4 Pre-production and planning documentation and techniques for characters and comics	Starter question – How do you show movement in a static image? Use examples of comics with different shape and size panels to show different types of action within the comic. As a task, students could create some examples of different types of panel showing different action. Discussion about how different views of a scene can change the view, you could use some video clips to show this.	close up/extreme close up wide shot over the shoulder establishing shot medium shot panel content	To understand how to use panel placement and shape to create story flow. To understand the shot types that can be used to express the story in panels	Planning and teaching resources for Creative iMedia J807-J817 (ocr.org.uk) * These links refer to current specification resources but they are relevant to the new specification. Camera movements, angles and shot (Quizlet.com)	R083 2.3 Audience demographics and segmentation 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.2 Documents used to support ideas generation 3.3 Documents used to design

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Talk through the different types of shot with students. A student task could be the shot types used in storyboards OCR worksheet from the OCR website teaching and learning section (see link). You could use a quiz on camera angles and shots quiz (see link to Quizlet) as an extension or homework task.				and plan media products 3.4 The legal issues that affect media
18 -21	Topic Area 2: Create character and comics 2.1 Techniques to obtain and create components for use within comics	To start the skills lessons, you could create a document to allow students to record details of skills in different software that they can use as a reference document later. The skills you demonstrate in these lessons will depend on the software and tools available to your students, within your centre.	splines, curves, beziers node editing nurbs, polygons, wireframes shading, shadows, fills, gradient, lighting effects textures, materials colour, shape, texture, size grouping, layering model making	To be able to use a range of technical tools and skills to create a character		R083 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could break this task in categories and demonstrate them as such. You could demonstrate drawing skills first and task the students to create examples of a simple drawing using the different tools/skills you have demonstrated; they can add the examples to their skills record. You could also explain the use of hand drawn and photographed assets in asset creation. You could then demonstrate colour and arrangement tools and use the same method to allow students to add these to their skills guide. You could use the specification as a guide to the range of skills that are required for demonstrations here. To practise skills, you could create a task where students can demonstrate their favourite skills and tools to				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		each other in small groups to create a graphic to fit a brief.				
22	Topic Area 2: Create character and comics 2.1 Techniques to obtain and create components for use within comics	As a starter tasks students could use their new skills to create a simple character to a brief and save it in the native format. You could then explain to the student about different reasons for saving and exporting a character and how different formats lend themselves to different scenarios. Students could then use their example character to practice saving and exporting to different format and in different software. As a homework task, you could ask students to create a guide to different file formats and when they can be used.		To save and export characters in suitable formats for a range of scenarios		R083 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
23-24	Topic Area 2: Create character and comics 2.1 Techniques to obtain and create components for use within comics	You could start with explaining what an asset is and what sourcing means. This could link to discussing the need for sourcing of assets which the student did not create. Starter task: ask students to find an image you describe. Look at the results, then show students how to do advance searching to improve the quality of search results, including properties. Student task in pairs: ● find an image to match a description using advance search tools ● save images and then work with another pair to peer review to suitability of their images. You could go on to demonstrate how these images could be edited. This could include editing the appearance using the tools seen in the creation section	Assets Source	To understand how to source and edit assets which can be used in a comic To understand how to save and export assets which can be used in a comic		R083 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		and editing the properties of the assets. This could include adding filters and removing backgrounds etc. Students could take an asset they found as part of their search and edit it for a different purpose.				
25	Topic Area 2: Create character and comics 2.1 Techniques to obtain and create components for use within comics	You could start this session by looking at how comic text styles can add to the overall effect of the comic. You could use some examples of different comics to look at the text styles used, captions, speech bubbles, onomatopoeia etc. You could then demonstrate how to create and source different types of fonts to use in the comic. Including using font creators and font libraries. You could then revisit how to save and export the assets, with a discussion about what types of software you might use for the creation of the comic.	Assets Captions Narration	To understand how to source and create typographical elements To understand how to save assets in file formats supported by comic creation software	A selection of different font types (fonts.Google.com)	R083 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students could complete a research task to find out what file formats are suitable for a range of different comic creation software. You could tailor this task based on tools available in your centre.				
26-27	Topic Area 2: Create character and comics 2.2 Technical skills to create comics	You could start by explaining the importance of good structure and layout in creating effective story flow. Students could review examples of different comics and how they lay out panels to show different types of action both in single and multipage comics. You could demonstrate how to layout panels and creating different shaped panels using generic and comic creation software and add the graphical elements to the panels including backgrounds, characters and onomatopoeias. Recap focal points and how to construct the layout to construct focal points.	Story flow Panels Onomatopoeia	To understand how to create a panel layout and add graphical content to create effective story flow	[Getting started with Comic Life 3 software](Plasq.com) (Plasq.com)	**R093** 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Student task could be to start a two-part task of creating the panel layout and graphics for the fairy tale comic you planned in the storyboard exercise.				
28	Topic Area 2: Create character and comics 2.2 Technical skills to create comics	To start this lesson, you could start by recapping the use of speech and thought bubbles, narration and captions to communicate in a comic. You could demonstrate how to add narration and caption boxes and speech/thought bubbles to the comic, using specialist software and more generic tools such as auto shapes. Student task could be the second part of the earlier task to add the communication elements to the fairy tale comic. Students could peer review each other's work looking for communication, focal points and story flow. Students could improve their work based on their peer feedback.		To understand how to create effective story flow using speech/thought bubble, narration and captions		**R093** 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
29	Topic Area 2: Create character and comics 2.3 Techniques to save and publish characters and comics	You could start by explaining the term 'native file format' and explain why you might need to save a piece of work in this format. You could demonstrate using the software available to you how to save and export characters and comics. Student task: students could research what the native file formats are for the software that they are using for characters and comics. For the second part of the lesson you could discuss some different scenarios which students might need to make a comic for and what properties their comics should have to meet the criteria of the different criteria. This should include the properties for print, high quality print and digital distribution. Students could practise exporting different versions of their comic in different	Native file format Exporting Digital distribution	How to save and publish characters and comics in suitable formats.		**R093** 3.4 The legal issues that affect media 4.1 Distribution platforms and media to reach an audience 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		formats and with different properties for different scenarios.				
30-31	3.1 Techniques to check and review characters and comics Techniques to check the technical properties of characters and comics	You could start the lesson with a recap task focusing on key words and what they can recall from prior learning – words such as: ● resolution ● conventions characteristics. You could start by explaining the importance of checking and reviewing the characters and comics to make sure that its properties are correct for the audience and purpose. You could recap the definitions of elements that need to be checked such as: ● character resolution ● character characteristics ● comic resolution ● comic design conventions. This would be a good place to demonstrate the structure of a good checklist.	Characteristics Techniques Resolution Conventions	How to create and effective checklist How to check the technical properties of a comic and character		**R093** 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.4 The legal issues that affect media 4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		You could give the students a check list for a simple task that they do all the time. To practice structuring a check list with suitable levels of detail. Here you could have a class discussion about what elements of the character and comic you would need to check. You could have a student task looking some good and poor examples of the different features of the comic and characters and explaining whether they would meet the technical requirements of the brief. You could also create a practical task based around a fictitious brief to allow students to practice making a checklist to check for technical properties.				
32	3.1 Techniques to check and review	You could start by explaining the difference between the review and checking the technical properties.:	Aesthetics Visual quality Reader engagement	How to review the suitability of comics and characters	[Creative iMedia - Reviews – Different approaches to reviewing final products](#) (YouTube video)	**R093** 2.1 How style, content and

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?

	characters and comics
	
	Techniques to review characters and comics
		Focus on making sure that key words are understood. This could lead to outlining the key areas to review such as:
		
		● suitability for client requirements
		● suitability for target audience
		   ○ suitability of content
		   ○ suitability of story
		   ○ accessibility
		● visual steal quality
		● aesthetics
		● appeal and reader engagement.
		
		As a student task you could give students some existing characters to analyse in a given context, looking at strengths and weaknesses in terms of meeting the brief and target audience.
						layout are linked to the purpose
						
						2.5 Media codes used to convey meaning, create impact and/ or engage audiences
						
						3.4 The legal issues that affect media
						4.2 Properties and formats of media files

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
33-34	3.2 Improvements and further developments	Starter question: When you do a project in IT, what things restrict your ability to create the perfect project? Lead this to the main areas that can constrain comic and character creation. You could then discuss how this element links of the reflection in 3.1, as the negative areas of the review could link to potential improvements. This discussion could also lead to looking at unmet areas of a brief, audience needs and accessibility. For a practice task students could work in pairs to create some questions they many ask themselves when looking at improvements. For the second lesson you could look at what might happen if your creation is successful. This could include repeat commissions (what a commission is), the	Sequel Serialisation Cliff-hanger Merchandise Spin off	How to identify and explain potential further improvements and developments to the project		**R093** 4.1 Distribution platforms and media to reach an audience

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		opportunity to work with different equipment and budget. It may help here to use an example of a successful comic and look at how this have developed over time. Students could research a successful comic of their choice and create a table which shows what the initial product was and what has been created as a further development from the initial idea.				
35	3.1 Techniques to check and review characters and comics Techniques to check the technical properties of characters and comics	You could revisit the fairy tale task here for a whole lesson task and use this as an opportunity to create a full review of the suitability of their product for the brief and audience you provided. To include all the elements in 3.1 and 3.2.		How to review the suitability of comics and characters How to check the technical properties of a comic and character		R093 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	Techniques to review characters and comics 3.2 Improvements and further developments					3.4 The legal issues that affect media 4.2 Properties and formats of media files 4.1 Distribution platforms and media to reach an audience
36-50	NEA Completion					

Teaching over three years

Topic area	Warm up/introductory activities
1.3 Resources required to create characters and comics	Some practical tasks and activities could be done in this section to allow students to use and practise with a range of different hardware and software to allow them to become familiar with the tools available to them and how to use them, before considering how to use them in the context of the course.
1.4 Pre-production and planning documentation and techniques for characters and comics	Some work could be done on analysing a brief in the context of this unit to support in the planning of any future work. This could include some practice activities to allow students to develop their analysis skills.
2.1 Techniques to obtain and create components for use within comics	As with 1.3 there could be a range of practical and skills based tasks built into year 1 to allow students to become skills in the use of a range of software and tools in advance of looking at using them in the unit specific context. This could cover both character and comic creation.
2.2 Technical skills to create comics	

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.